

Tennessee Learning Centered Leadership Policy



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The Tennessee Learning Centered Leadership Policy replaces in entirety

- 1) Policy 5.101 *Principal' in Tennessee Schools* July 1994
- 2) Policy 5.102 *Supervisor in Tennessee Schools*
- 3) *Administrator/Supervisor PreK-12* 9 (Graduate level) *Licensure Standards* (including guidelines and program implementation standards)

The Tennessee Learning Centered Leadership Policy requires program approval and monitoring procedures in addition to those in the *Approval of Teacher Education Programs and Professional Education Units in Tennessee*.

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The Challenge

All states and school districts want successful schools that turn out graduates who are well-prepared to continue their education and succeed in chosen careers. Achieving this goal is much enhanced by putting at the head of every school a principal who knows how to lead the changes in curriculum and instruction that will result in higher levels of learning for all groups of students. Decades of research have revealed strong links between what principals do and how students perform.

In 2005 Southern Regional Education Board (SREB) received a significant grant from the U.S. Department of Education to work with two Tennessee universities to reinvent the principal preparation process. Further, SREB requested that the SBE and THEC jointly appoint a commission to oversee the development and implementation of a new system of instructional leadership development. The proposed learning-centered instructional leadership system policy requires the research based changes, needed to guarantee that every public school has an effective instructional leader.

October 2005 a Leadership Redesign Commission was appointed jointly by the State Board of Education and THEC (See Appendix A). The commission was challenged to develop a comprehensive plan to redesign to the current instructional leadership development system. The redesign components studied included how instructional leaders are currently selected, prepared, licensed, evaluated and provided professional support. The Commission developed 14 recommendations (See Appendix B) for improving the current system and developed a plan to implement those recommendations. This policy is a result of those recommendations.

All states and school districts want successful schools that turn out graduates who are well-prepared to continue their education and succeed in chosen careers. Achieving this goal is much enhanced by putting at the head of every school a principal who knows how to lead the changes in curriculum and instruction that will result in higher levels of learning for all groups of students. Decades of research have revealed strong links between what principals do and how students perform. The challenge is to implement this comprehensive policy to ensure that all schools have access to high quality, effective instructional leaders capable of leading changes that will result in higher levels of learning for all students.

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Summary

The Policy for the Tennessee Learning Centered Leadership System replaces in its entirety:

1. Policy 5.101 *Principal's in Tennessee Schools* July 1994
2. Policy 5.102 *Supervisor in Tennessee Schools*
3. *Administrator/ Supervisor PreK-12 9 (Graduate level) Licensure Standards* (including guidelines and program implementation standards)

The Policy for the Tennessee Learning Centered Leadership System requires program approval and monitoring procedures in addition to those in the *Approval of Teacher Education Programs and Professional Education Units in Tennessee* for instructional leadership licensure programs. This new policy includes the following changes to the current instructional leadership development system:

New Standards: Tennessee Instructional Leadership Standards (TILS) will be used to align selection, preparation, licensure, evaluation and professional development.

Collaboration: Partnerships between LEAs and universities/non-higher education program providers will be formalized and in writing.

Preparation Program Admission: Jointly developed admissions standards will be more rigorous and selective.

Preparation Curriculum: The TILS will form the foundation of a curriculum grounded in current practice, learning centered and competency based.

Program Completion: Instructional leader program graduates will meet clearly defined standards.

Licensure: A competency based four tiered licensure system requires continuous skills development:

- Instructional Leadership License - Aspiring (ILL-A) optional
- Instructional Leadership License - Beginning (ILL-B)
- Instructional Leadership License - Professional (ILL-P)
- Instructional Leadership License - Exemplary (ILL-E) optional

Evaluation: Performance contracts and evaluations will be based on performance goals and TILS competency development. The TILS Rubric, TILS Appraisal Instrument, TILS E-Log, and TILS Professional Growth Plan are provided as tools for Directors of Schools.

Professional Development: Options and resources will be available to support an instructional leader's goal, improving student learning.

I. Preparation

a. Partnership Agreement

Ensuring that all schools have effective leadership begins with the principal selection and preparation process (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). Tennessee educational leaders are currently selected and prepared primarily at the university level. The process must be a dynamic collaborative effort between universities/non-higher education providers and the local education agencies (LEAs) they serve. It is critical that program providers and LEAs work together to identify and secure candidates for instructional leadership based upon local needs identified using student achievement data and emerging research about the dispositions and characteristics of exemplary school leaders (Darling-Hammond et al., 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005; Bottoms, O'Neill, 2001). To ensure collaboration LEA-university/non-higher education program provider partnerships must be formalized and contain the following:

Required:

- The partnership agreement must be written and signed by both LEA and university/non-higher education program provider administrators.
- The partnership agreement will define how the partners will:
 1. create a shared vision and program design;
 2. meet the leadership needs of the LEA;
 3. support selected candidates; and
 4. provide high-quality field experiences.
- The partnership agreement implementation must be an identified priority in both organizations, as reflected in their mission, structures, regular practices and budgets.
- The partnership agreement will describe how leadership preparation programs and LEA partners will jointly establish and implement criteria and processes for screening and selecting promising candidates who demonstrate:
 1. expertise in curriculum and instruction,
 2. expertise in leadership, and
 3. have a track record of improving student achievement.
- The partnership agreement will describe how screening criteria and selection processes will be continually monitored, evaluated and improved.

- The partnership agreement will describe the membership, responsibilities and communication plans of the preparation program design teams and the partnership advisory councils.
- The partnership agreement will describe how the specific leadership requirements of the LEA will be addressed.
- The partnership agreement will identify a pool of resources available to provide candidates the support and conditions necessary to succeed in the leadership program. Resources may include but are not limited to: release time for course work and field experiences, tuition assistance, mentor stipends, learning materials and extra coaching as needed to master essential competencies (Fry, O'Neill, & Bottoms, 2006).

b. Candidate Selection

Process

Identifying and selecting high performers for leadership training is a daunting task for program providers and LEAs to manage. Candidate selection must be rigorous. Recruitment and selection of program candidates should help address targeted district hiring needs related to candidate experience, demographics, and projected leadership openings. LEAs and their preparation program partners must describe and implement a selection process that includes:

Required:

- How a set of criteria that conveys a clear description of the characteristics of applicants will be collaboratively developed.
- How the components of the selection process will be determined:
 1. application procedures and timelines;
 2. screening and evaluation procedures, including interview protocols, 360-degree evaluations, performance portfolios or other documentation formats, in-basket exercises, writing samples, scoring rubrics, etc.; and
 3. the district's and participant's obligations to each other.
- How information about selection criteria, application process, evaluation components, district/participant obligations, and required forms will be prepared and disseminate to all teachers and professional staff in the school districts, as well as any other groups of professionals who may be considered for the pool.
- How screening and evaluation committees members from university/non-higher education program provider faculty, LEAs, and exemplary practitioners will be selected.

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- How consistent, ethical and fair selection practices will be established and monitored.
- How agreed-upon reliable procedures for analyzing candidate data from multiple measures will be assessed.

Recommended:

- Conduct informational meetings with school faculties and other groups of potential applicants.
- Publish information about the selection of the leadership pool in the LEA's communication media, and keep all employees informed.

Criteria

Approved instructional leadership preparation programs will require that all candidate applicants hold a current teacher* license, have a minimum of three (3) years of successful education working experience, and submit a confidential application portfolio that contains the following:

Required:

- Copy of the most recent performance appraisal,
- Current professional development plan,
- Evidence of ability to improve student achievement and also demonstrated leadership in coaching other teachers to raise student achievement, *
- Evidence of knowledge about curriculum, instruction and assessment, *
- A personal statement of career goals and how the preparation program would assist the candidate in reaching stated goals,
- Recommendations as specified in partnership agreement,
- Evidence that describes qualities of collaboration, cooperation and relationship building,
- Demonstration of effective oral and written communications skills, and
- Successful completion of an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty that can determine if the candidate has:

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1. Implemented innovative learning strategies in their classrooms;
2. Shown good communications, human relations, and organizational skills;
3. Used student data and work samples to make instructional decisions; and
4. Demonstrated high ethical standards.

Recommended:

- Challenged students through rigorous, standards-based teaching.
- Integrated technology into daily teaching.
- Worked collaboratively on teaching/learning issues with teaching teams.
- Analyzed research and applied it to practice.
- Demonstrated leadership in the larger community.
- Demonstrated the ability to articulate and implement a vision.
- Shown commitment to continuous improvement.
- Shown evidence of leadership and management potential, including evidence of most recent accomplishments in the area of instructional leadership. *
- Provide for joint screening by university/non-higher education program provider and school system leaders with assessment tools.
- Conduct observations and videos of classroom and peer teaching.

* *The evidence and documentation shall be developed collaboratively between districts and university/non-higher education program providers.*

c. Preparation Curriculum

Critical success factors associated with instructional leaders who have succeeded in raising student achievement in schools have been identified. These factors, organized under three overarching competencies, should be the minimum driving force for instructional leadership preparation program redesign (Bottoms & O'Neill, 2001).

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The Tennessee Instructional Leadership Standards (TILS) align with these critical success factors.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement through focusing on student achievement; developing a culture of high expectations; and designing a standards-based instructional system.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement through creating a caring environment; implementing data-based improvement; communicating; and involving parents.

Competency III: Effective principals have the ability to provide the necessary support for staff to implement data-driven school, curriculum, and instructional practices through initiating and managing change; understanding the change process and using leadership and facilitation skills to manage it effectively; providing effective professional development; using time and resources in innovative ways to meet the goals and objectives of school improvement; maximizing resources; acquiring and using resources wisely; building external support; and staying current with effective practices.

Instructional leadership preparation program must develop a comprehensive and coherent standards based curriculum that is aligned with the TILS, NCATE/ECCL, ISSLC, (see Appendix A) and state accountability and evaluation requirements.

Curriculum and program philosophy must emphasize leadership of instruction and leading school improvement. Curriculum instruction must integrate theory and practice and stimulate reflection. Instructional strategies include but are not limited to problem-based learning; action research; field-based projects; journal writing; and portfolios that feature substantial use of feedback and assessment by peers, faculty, and the candidates themselves. LEA personnel must be included in the delivery of instruction to candidates.

Candidates must provide evidence of meeting competencies (a portfolio) at the mid instructional leadership licensure - beginning (ILL-B) level, complete a practicum project, develop a professional growth plan, and pass the SLLA to earn an advanced degree and a license as an instructional leader.

d. Practicum (Field based experiences)

Developing the competencies of an effective instructional leader requires more than reading books, engaging in academic discourse, and analyzing key concepts and skills of educational leadership. Becoming a competent leader

also requires observing and analyzing a variety of good models of practice and then learning from one's own trial and error in the workplace. Prior to licensure, it is crucial that candidates demonstrate mastery of essential competencies under the watchful eyes of practitioners who know and use effective practices.

Quality field-based experiences must provide opportunities for candidates to translate professional standards into leadership skills to solve a range of school problems. This could be accomplished through observing, participating in and then leading teams of teachers in identifying needs, implementing interventions, and evaluating results that focus on improving teaching and learning (Fry, Bottoms, & O'Neill, 2005). In response to this research, it is required that Tennessee preparation program for instructional leadership candidates be redesigned to include the following:

Required:

- Field experiences integrated throughout the entire program and activities aligned with standards and course curricula to provide just-in-time application and learning.
- LEAs and preparation programs collaboratively select the mentors based upon the selection criteria research for identifying exemplary mentors. Candidates' mentors may change during the program based upon the candidates' needs.
- Performance evaluations, conducted during all field experiences.
- Practicum seminars for candidates, conducted throughout the program.
- School-based activities that provide opportunities to apply the knowledge, skills and thought processes of a school leader, as identified in state standards and research on school leadership and incorporated in the preparation program's design.
- Learning experiences designed along a developmental continuum that progresses from observing (shadowing and other forms of observation) to participating in (being a part of a team, etc.) to leading school-based activities (being in charge of a committee) related to the core responsibilities of school leaders.
- Opportunities to work with diverse students, teachers, parents and communities.
- Handbooks or other guiding materials that clearly define the expectations, processes and schedule of the practicum to participants, faculty supervisors, mentors and district personnel.

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- Ongoing supervision by university/non-higher education program provider program personnel who have the expertise and time to provide frequent formative feedback on candidates' performance.
- Mentors who share the program's articulated vision of effective leadership, model the key leadership behaviors and practices aligned with the vision, know how to provide the required activities and guide candidates through them, and shape accountability for bringing candidates' performances to TILS.
- Rigorous formative and summative standards-based evaluations of a candidate's performance of core school leader responsibilities, using valid, reliable and standardized instruments and procedures.
- Candidate defense of a practicum project, based on action research of a real-world school problem to a panel (faculty and LEA representatives and expert external to LEA and) (Fry et al., 2005).

To earn an advanced degree in instructional leadership or to complete a leadership program leading to licensure a candidate must:

- Develop an Evidence Portfolio documenting the competencies necessary to satisfactorily perform at the mid ILL-B level.
- Develop a PD Plan.
- Complete a practicum project that demonstrates the ability to improve student learning and present the results to an evaluation panel.
- Pass the SLLA.

e. Program Approval

Organizations Eligible to Offer Instructional Leadership License Preparation Programs

Organizations seeking approval to offer Instructional Leadership License preparation programs and to recommend candidates for licensure must meet the respective eligibility criteria. The following organizations are eligible:

1. Tennessee IHEs approved by the State Board of Education (SBE) for teacher education and

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2. Education-related organizations in partnership with Tennessee LEAs must meet the Organization Preconditions and Documentation (Appendix E) and the Professional Education Unit Standards (Appendix F).
3. Tennessee LEAs in Partnerships with Out of State Institutions of Higher Education

State approval for the issuance of the Instructional Leadership License (ILL) will be considered for partnerships established between Tennessee LEAs and out of state IHEs based on the following:

- The out of state IHE must have current state program approval for administrator licensure preparation by a state other than Tennessee; and
- The Tennessee LEA must submit to the State Department of Education a completed *Tennessee Learning Centered Leadership System Preparation Program Proposal Template* that responds to the required ILL program components.

The program approval process used for approval of partnerships between Tennessee LEAs and out of state IHEs is the program approval process described in this section of the *Tennessee Learning Centered Leadership Policy*.

Approval Process

Instructional Leadership Licensure (ILL) preparation programs in Tennessee are approved by the State Board of Education (SBE). The process of reviewing preparation programs for approval is managed by the State Department of Education (DOE). At the completion of the review process, the DOE submits recommendations to SBE for approval action. The program approval process includes four basic steps; 1) conditional approval, 2) onsite evaluation visit, 3) DOE recommendations, and 4) SBE approval action.

Step 1: Conditional Approval

The DOE grants conditional approval when the review of an ILL preparation program proposal is considered successful. A potential program provider submits, to the DOE, a program proposal. The proposal must provide substantial information and supporting documentation about the implementation of the required components of the *Learning Centered Leadership Policy*, including the partnership agreement, candidate selection, an alignment of the ILL preparation curriculum with the TILS, and the preparation program practicum requirements. The conditional approval status allows the program provider to recommend program completers for the ILL pending the outcome of an onsite evaluation visit.

If the review of the ILL preparation program proposal is unsuccessful and conditional approval is denied, the DOE provides to the potential program provider a list of the critical deficiencies. The potential program provider may submit a revised program proposal for reconsideration. Reconsideration of conditional approval occurs only after each of the cited critical deficiencies is addressed and supporting documentation is provided.

Step 2: Onsite Evaluation Visit

At least six (6) months but no later than eighteen (18) months after completion of the ILL preparation program by the first cohort of candidates, a conditionally approved program hosts an onsite evaluation visit. The onsite visit is conducted by an Onsite Evaluation Team (OET) that is comprised of at least three members. The OET members are selected from a cadre of individuals who have been trained in conducting onsite evaluation visits. The OET may include current practicing exemplary instructional leaders, experts in instructional leadership preparation programs and other appropriate personnel. During the onsite evaluation visit, the DOE provides relevant orientation information and staff support to the evaluation team.

The OET focuses on the program provider's evidence that indicates the degree to which the required components of the *Learning Centered Leadership Policy* are successfully implemented. Evidence of candidates' successful progression through and completion of the preparation program as well as evidence of program completers' performance as instructional leaders is also considered by the OET.

Step 3: DOE Recommendations

In developing its approval recommendations for SBE action, the DOE process relies, primarily, on the OET Report and the program providers response to the OET Report.

In finalizing the recommendations for SBE action, the DOE may consider evidence and documentation available to OET during the visit. The DOE may include program improvement suggestions. The recommendation options for SBE action include: 1) approval, 2) approval with stipulations, or 3) denial of approval.

Step: 4: SBE Action

SBE action on DOE recommendations may occur twice each year. For OET visits that occur during the fall semester, SBE action occurs during the following spring or summer. For OET visits that occur during the spring semester, SBE action occurs during the following fall or winter. SBE action is based on the following options:

- Approval. Full approval is unequivocal, but may be accompanied by statements of weakness. Annual progress toward correcting weaknesses must be reported to the DOE. The progress will be reviewed yearly and

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DOE staff will assist the program provider in developing a plan to correct weaknesses.

- **Approval with Stipulations.** Stipulations are specified critical deficiencies that must be addressed by the program provider prior to the granting of full approval. DOE staff will work with the program provider in establishing timelines for correcting the deficiencies. Full approval will be granted if the critical deficiencies are corrected within the stipulated timelines. If sufficient annual progress is made, approval with stipulations may be extended up to three years. At the end of a three-year period of extension or earlier, an onsite visit will occur. As a result of the onsite visit, the DOE will recommend to the SBE either full approval or denial of approval.
- **Denial of Approval.** If the SBE approves a recommendation of denial of approval, the program provider will have one year to correct deficiencies. Candidates enrolled in and completing the non-approved program during the twelve months covered by the notice of denial of approval will receive licensure upon the program provider's recommendation. DOE staff will conduct an onsite visit before the end of the twelve months. As a result of the onsite visit, the DOE will recommend to the SBE either full approval or denial of approval.

Other Preparation Programs

Effective July 1, 2011, no credential shall be issued that allows a person to be employed in a Tennessee public school as an administrator if that person was trained in another state or received training from any type of program not expressly approved by the State Board of Education of Tennessee. Those holding or earning administrator credentials from another state issued after July 1, 2011 may be granted a Tennessee administrator credential if the person seeking the credential has demonstrated at least three years of successful school leadership within the last ten years or are recommended directly from a Tennessee IHE with an approved leadership program.

Other states may make application to the State Board of Education for recognition of their credential in Tennessee. States making application must show significant alignment to the State Board of Education's "Learning-Centered Leadership Policy." Candidates enrolled in an out-of-state program to prepare for administrator licensure in Tennessee prior to January 1, 2011 have until July 1, 2012 to complete the program and apply for a Tennessee "ILL" License.

II. Licensure

The current, 2008, two-tiered licensure system for school administrators [Beginning Administrator License (BAL) and Professional Administrator License (PAL)] will change to a four-tiered licensure system for instructional leaders. Beginning September 15, 2009, the following Instructional Leader Licenses (ILLs) will be in effect:

Instructional Leadership License - Aspiring (ILL-A) optional

- Described by the partnership agreement
- Leadership preparation program recommendation

Instructional Leadership License - Beginning (ILL-B)

- 5 year renewal cycle
- Leadership preparation program recommendation

Instructional Leadership License - Professional (ILL-P)

- 5 year renewal cycle
- LEA Director of Schools recommendation
- TASL Director recommendation

Instructional Leadership License - Exemplary (ILL-E) optional

- 8 year renewal cycle
- LEA and SDE panel recommendation

Licensure Transition Plan

Individuals currently holding the BAL may advance to the PAL and ILL-P and individuals with the ILL-B may advance to the ILL-P by meeting the requirements of one of the following paths:

A. Tennessee Academy for School Leaders (TASL)

- Recommendation from Director of Schools or designee, certifying a minimum of two years of successful experience as a principal, assistant principal or an instructional supervisor under TASL requirements
- Recommendation of the TASL Director, certifying successful completion of the Beginning Principals' Academy or the Beginning Supervisors' Academy
- For advancement to the ILL-P the Director of Schools or designee must also certify performance at the professional level on the TILS

B. Individual Professional Learning Plan

- Recommendation from Director of Schools or designee, certifying a minimum of two years of successful experience as a principal, assistant principal or an instructional supervisor under TASL requirements

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- Recommendation of the TASL Director, certifying evidence of successful completion of an Individual Professional Learning Plan in cooperation with a Tennessee institution of higher education with an approved leadership preparation program
- For advancement to the ILL-P the Director of Schools or designee must also certify performance at the professional level on the TILS

Beginning July 1, 2022, principals, assistant principal and supervisors serving as instructional leaders in Tennessee must hold an ILL-B, an ILL-P, or an ILL-E. However, effective September 1, 2009, individuals with a PAL may elect to transition to an ILL-P or ILL-E any time they meet the licensure requirements. Individual administrators who hold a PAL are required to complete TASL requirements, unless exempted by TCA 49-5-5703. Completion of the TASL requirements will include both participation in training aligned with the Tennessee Instructional Leadership Standards (TILS) and the evidence documenting that participants have applied the TILS at the Professional Level in their work.

Principals, assistant principals and supervisors serving as instructional leaders who hold a PAL will be eligible for an ILL-P by obtaining:

- Recommendation from Director of Schools or designee, certifying performance at the professional level based on the TILS
- Recommendation of the TASL Director, certifying successful completion of the TASL requirements at the professional level based on the TILS

Principals, assistant principals and supervisors serving as instructional leaders who hold a PAL or ILL-P will be eligible for an ILL-E by obtaining:

- Recommendation from Director of Schools or designee, certifying a minimum of two years of performance at the PAL or ILL-P level and also certifying performance at the exemplary level based on the TILS
- Recommendation of the TASL Director, certifying successful completion of the TASL requirements at the exemplary level based on the TILS
- Successful review of evidence and experience by the SDE Leadership Council

Individuals with a current Tennessee administrator license issued before the SLLA was required will not be required to take the SLLA to transition to the new licensure system.

Prior to September 2009 a first time administrator licensure candidate must pass the SLLA and apply for a license under pre-2009 license requirements. After September 15, 2009, first time administrator licensure candidate must meet the new licensure requirements. The only exceptions will be for candidates enrolled and active in a leadership/supervisor program prior to September 2009. Prior to November 1, 2009 these continuing candidates must have their names submitted by the dean of the preparation program to the State Department of Education. Anyone enrolled and active in an

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administrator/supervisor program whose name was sent to the SDE prior to November 1, 2009, must complete the program by September 1, 2011, to earn a license or advanced leadership degree under the current system. After September 1, 2011, all graduates must meet the standard of the Learning Centered Leadership redesign.

III. Professional Development

Effective learning-centered instructional leaders must be committed to lifelong, self-directed learning. They must have a deep understanding of how students learn and to what level they can learn. They must understand how adults learn and how to create a professional learning environment where all adults are constantly improving their own knowledge and skills. He or she must put curriculum and instruction first. A learning-centered leader understands what students should be learning and how 21st century students learn best. Learning-centered instructional leaders require access to top notch professional development (PD) experiences.

Characteristics of High Quality Professional Development

Professional development is more than an in-service training or workshop. A professional development system must include a variety of formats that are well conceived, current and relevant professional learning opportunities. All PD experiences must be developed, delivered and lead to measurable, standards based outcomes. Offerings should be evaluated for effectiveness and revised often to ensure the learning remains relevant to the responsibilities of today's instructional leaders.

Professional development experiences will provide participants with information about which of the Tennessee Instructional Leadership Standards (TILS) and indicators are being addressed and at which licensure level. Professional development information will provide clear learning goals so instructional leaders are able to make thoughtful selections that will align with their personal professional growth plans, performance contract goals, school improvement planning goals and/or their performance evaluation. Developing an individual instructional leader's professional growth plans requires careful analysis of school data, evaluation feedback and licensure requirements.

Currently instructional leaders must engage in state approved professional development to satisfy the professional growth requirement stipulated in evaluation. Evidence of meeting the standards is required to maintain or to progress to another licensure tier. Demonstrations of competency and evidence of meeting a more advanced level of TILS indicator(s) is required for instructional leaders to advance through the ILL-B, to ILL-P, the if they choose the ILL-E.

Professional development must be designed to meet the following criteria:

- link to the Tennessee Instructional Leadership Standards and indicators of progress;
- increase a principal's and school leadership teams' capacities to improve teaching and learning ;

- incorporate the use of 21st century skills;
- ensure that support and training is high quality and research-based;
- monitor and evaluate leaders' and/or leadership teams' progress in using new skills and new knowledge;
- encourage interactions between exemplars or mentors and participants.

The purpose of professional development is to assist instructional leaders and their leadership teams to determine the current state of teaching and learning in their schools and to improve their knowledge, skills and performance to move the school to the next level of learning.

High Quality Instructional Leader Professional Development Guidelines:

Professional development must be standards-based.

The Tennessee Instructional Leadership Standards (TILS) are the basis for all professional development experiences for school leaders. The standards-based professional development must be rigorous and engaging so that each school leader who successfully completes the curriculum will acquire the knowledge, skills, and dispositions to meet or exceed expectations of the standards.

Professional development must be results-driven.

Professional development must actively engage school leaders in their required work and be directly tied to their performance contracts and/or evaluation requirements. The results of the leaders' implementation of new learning should be evidenced through representative samples of their work and be directly related to the Tennessee Instructional Leadership Standards. Examples might include the results of analysis of student data, samples from their teacher evaluation or walk-through processes, and demonstration of activities designed toward the induction and mentoring of new teachers. Most notably, results-driven professional development adds individual accountability beyond mandatory attendance at a prescribed number of professional development hours.

Professional development provides for continuous improvement of the school.

The purpose of ongoing professional development for school leaders is to increase student academic achievement. This is achieved when school leaders actively engage in professional learning, developing strategies for promoting continuous progress on high priority school improvement goals.

Professional development links research and practice and must be embedded in the day-to-day work.

Professional learning must incorporate the research on effective schools and classrooms with the practical experiences of successful school leaders. As a result, school leaders will develop the essential knowledge and experience to place students at the center of the school community, where students are

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engaged in meaningful work. These leaders will develop expertise in providing the resources necessary for improved student achievement while managing time and other conditions requisite for providing an environment conducive to successful student learning. This type of professional development will help leaders to research the distinguishing characteristics of schools that “close the achievement gap” and will ensure that the application of that action-research is at the center of their discussions, activities, and networking.

Professional development must address individual needs, occur over time, and provide for collaborative learning.

Professional development must be organized to meet the needs of adult learners and school leaders as they progress over time—from beginning leaders to professional leaders, and ultimately toward becoming exemplary leaders. Therefore, professional development is a long term process and embodies the value of life-long learning. As a consequence professional development must represent a range of carefully organized experiences focused on a leader’s current needs, with an understanding that such needs will evolve over time. These professional learning opportunities work best among a cohort of school leaders in order to promote networking and varied perspectives. Additionally, the professional development will emphasize collaboration (face-to-face, electronically, or other technological means) with experienced school leaders (and teacher-leaders) who serve as mentors, coaches, or critical friends.

Each school and school leader has different strengths, needs, opportunities, and barriers. Instructional leaders must become reflective as well as self-directive in aligning their professional learning with their current needs and situation. Professional development requires a careful and flexible design that will best meet the individual leader’s needs.

Professional development must be data-driven, founded on both formative and summative data.

The professional development of instructional leaders must be evaluated on a formative and summative basis. Data must be generated from a variety of sources so that professional development can be focused on the specific needs of the instructional leader and the use of new knowledge and skills that directly impact student learning. Data must also be utilized in the evaluation of program outcomes.

IV. Tennessee Instructional Leadership Standards

All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all students. Effective instructional leaders create a school culture of high expectations conducive to the success of all students. Effective instructional leaders ensure that school programs, procedures, and practices focus on the learning and achievement of all students and support the social and emotional development necessary for students to attain academic success.

Consistent with best practice, current research and sharpened by the wisdom of experienced educators the Tennessee Instructional Leadership Standards (TILS) identify core performances of effective instructional leaders. The TILS support the continuum of development from aspiring instructional leaders to exemplary instructional leaders committed to continuously improving their practice, contributing to the knowledge base and mentoring new leaders.

Standard A: Continuous Improvement

An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.

Indicators:

1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and are consistent with that of the school district.
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
6. Communicates and operates from a strong belief that all students can achieve academic success.

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Standard B: Culture for Teaching and Learning

An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.

Indicators:

1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.
2. Advocates, nurtures, and leads a culture conducive to student learning.
3. Develops and sustains a safe, secure and disciplined learning environment.
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.
5. Facilitates and sustains a culture that protects and maximizes learning time.
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.
8. Leads the school community in building relationships that result in a productive learning environment.
9. Encourages and leads challenging, research based changes.
10. Establishes and cultivates strong, supportive family connections.
11. Recognizes and celebrates school accomplishments and addresses failures.
12. Establishes effective lines of communication with teachers, parents, students and stakeholders.
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.

Standard C: Instructional Leadership and Assessment

An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.

Indicators:

1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.
2. Leads the professional learning community in analyzing and improving curriculum and instruction.
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
5. Uses research based best practices in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
6. Monitors and evaluates the school's curricular program for rigor.
7. Provides teachers and parents with assessment results on a regular basis.
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

Standard D: Professional Growth

An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.

Indicators:

1. Systematically supervises and evaluates faculty and staff.
2. Promotes, facilitates and evaluates professional development.
3. Models continuous learning and engages in personal professional development.
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
5. Works in collaboration with the school community to align high quality professional development with the school's improvement plan to impact student learning.

6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.

Standard E: Management of the School

An effective instructional leader facilitates learning and teaching through the effective use of resources.

Indicators:

1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.
2. Focuses daily operation on the academic achievement of all students.
3. Garners and employs resources to achieve the school's mission.
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.
5. Mobilizes community resources to support the school's mission.
6. Identifies potential problems and is strategic in planning proactive responses.
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
8. Develops a comprehensive strategy for positive community and media relations.

Standard F: Ethics

An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

Indicators:

1. Performs all professional responsibilities with integrity and fairness.
2. Models and adheres to a professional code of ethics and values.
3. Makes decisions within an ethical context while respecting the dignity of all.

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4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
5. Makes decisions that are in the best interests of students and aligned with the vision of the school.
6. Considers legal, moral and ethical implications when making decisions.
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Standard G: Diversity

An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Indicators:

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
2. Recruits, hires and retains a diverse staff.
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.
5. Leads the faculty in engaging families/parents in the education of their children.

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V. PROFESSIONAL DEVELOPMENT RUBRICS

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Continuous Improvement An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> School Improvement Plan (SIP) Appropriate stakeholders identified for all sections of the SIP Analysis of quantitative and qualitative data in the SIP and/or TCSP Alignment made between the SIP and TCSP Agenda for meetings (SIP, faculty or team meetings) Instruments to assess school culture Communicates the vision and mission of the school to all stakeholders visually and through symbols, ceremonies and stories Develops action plans that are aligned with the vision and mission of the school Action plans provide for ongoing student learning and professional development Artifacts available that demonstrate the consistent focus on goals and data driven decisions (examples: faculty meeting/staff development session agendas, grade level/team agendas/minutes, etc.) Demonstrates the practice of empowering and engaging the school faculty evidenced in a variety of ways (examples: leadership team work, grade level/team decision making, utilizing faculty "experts" in mentoring and professional development opportunities, etc.) Analyzes the organizational structure/changes with respect to student learning Demonstrates the alignment of the vision/mission/ goals with the chosen organizational structure Develops an ongoing formative evaluation of the school improvement plan Evaluates progress and makes modifications to the plan to insure continuous school improvement Analyzes both formative and summative data to identify appropriate staff development which is ongoing and embedded in the implementation of the school-wide plan Identifies a range of appropriate stakeholders and empowers them through participatory decision making in this continuous improvement process Identifies options for meaningful involvement of parents/guardians, community agencies, and school system leaders in continuous growth of the students Agendas from actual team or community meetings Track volunteers or other partnerships Sign-in sheets from parent/community/partnership meetings Provides documentation of a variety of types of communications that promote a strong belief that all students can achieve academic success. 	1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to identify the key stakeholders and articulate ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a sound understanding of the process of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to engage the appropriate stakeholders in the process.	Leads the process of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately aligned with the district plan.	Is a leader at the district/state level in strategic planning and mentors developing school leaders in this school level process.
	2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to identify ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a sound understanding of the facilitation process required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to facilitate the development of these goals and strategies and implement them adequately.	Effectively implements goals and strategies that carry out the vision and mission that ensure learning for all students. A consistent focus is placed upon these goals throughout the implementation process, and the goals drive all decisions.	Able to effectively replicate the process of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while mentoring other school leaders.
	3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is gaining knowledge of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and is able to create an organizational framework to support the implementation of the vision/mission/goals.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. . Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to coach other leaders through this process.
	4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that utilizes data to develop, implement, evaluate, and revise plans for the purpose of continuous improvement. Is able to facilitate the process at the school level using formative data sources/evidence.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. Is able to assist other school leaders in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
	5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is beginning to establish some relationships within these groups.	Consistently develops collaborations with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.
	6. Communicates and operates from a strong belief that all students can achieve academic success.	Espouses the belief that all students can be academically successful.	Espouses the belief that all students can be successful and approaches leadership tasks with this in mind.	All actions and communications with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. Is an active advocate for this belief at the district level and beyond.

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Standard B: Culture for Teaching and Learning

An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Identifies components of the school culture that value ethics, diversity, equity, and collaboration Provides a short and long term plan of implementation related to cultural diversity Provides evidence of activities that promote multicultural values over time Identifies “best practices,” research based and/or evidence based, that ensure success for all students Develops both a short and long term plan of implementation for enhancing the school culture Produces a professional development plan for individual staff members based upon cultural needs Can recognize the existence of a safe, secure and disciplined learning environment and identify “best practices” Produces a school safety plan Produces a school-wide discipline plan and/or code of conduct plan Provides an analysis of the implementation of the plan based upon school data Identifies behaviors that support the development of self-discipline and engagement in learning Leads the staff in designing a school-wide discipline plan Provides evidence of implementation of the plan Discusses the research/evidence that supports protecting and maximizing learning time Provides documentation related to practices that facilitate, protect, and maximize learning time School schedule Evidence available that supports the development of an effectively functioning leadership team (team structure, agendas and minutes of meetings, School Improvement Plan artifacts, etc.) Documented results/evidence of leadership team’s effectiveness Qualitative data from actual leadership team members, students, community members, etc. that demonstrate the effectiveness of teamwork Conducts an analysis of school academic and non-academic data which includes an assessment of the organizational structure Identifies the productive and non-productive elements in the school’s environment and sets priorities for change Produces a short and long term plan of implementation (examples: Principal Performance Contract, School Improvement Plan, Professional Growth Plan, etc.) Conducts an ongoing assessment of related outcomes utilizing dynamic academic and non-academic data Provides documentation of the modeling of 	1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. Is able to articulate a short and long term plan of implementation.	Is able to provide evidence of how the school’s culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These cultural values are pervasive and sustainable.	Is able to provide evidence of how the school’s culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. Has knowledge of internal and external constituencies that influence the learning agenda. These cultural values are sustainable. Is able to mentor other school leaders in the development of this process.
	2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to identify “best practices” and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for research based and/or evidence based , effective “best practices” which are conducive to student learning. Is able to articulate a short and long term plan to develop a student focused school climate.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. Plans and executes professional development based on cultural needs. Serves as a mentor to other school leaders in establishing such a culture conducive to student learning.
	3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to identify “best practices” related to school safety and security and student discipline.	Establishes a safety plan and a student discipline/code of conduct plan for school; implement, assess and monitor, and modify the plan as needed based upon school data.	Develops and sustains a safe, secure and disciplined learning environment . Is able to provide evidence of success.	Develops and sustains a safe, secure and disciplined learning environment. Is able to provide evidence of success. Serves as a mentor to other school leaders in establishing such an environment.
	4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	Is able to recognize behaviors that a leader can undertake to support the development of self-discipline and engagement in lifelong learning.	Begins to initiate strategies aimed at developing self-discipline and reflective thought/practices and shares with constituents (students, parents, and staff). The leader ensures that learners are engaged.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. Serves as a mentor to other school leaders in developing these leadership skills.
	5. Facilitates and sustains a culture that protects and maximizes learning time.	Recognizes the value of protecting instructional/learning time.	Plan for, facilitate, protect, and maximize instructional/learning time in the school setting and is able to document efforts of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. The focus on learning time is easily recognizable in all structures and practices within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. Serves as a mentor or coach in assisting other leaders in establishing such a culture of learning.
	6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an understanding of tenets of effective teamwork within a school culture that is aligned with student learning. Also understands that the leadership team is an integral component to meeting the school’s goals for student learning.	Has begun the process of establishing an effectively functioning team structure that builds upon staff strengths and are aligned with student learning. Demonstrates a willingness to share the responsibilities.	Ascertains the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals.	Ascertains the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. Is highly competent in setting up conditions for effective teamwork and serves as a change agent in the school and district setting. Serves as a mentor or coach in assisting other leaders in establishing effective leadership teams.
	7. Demonstrates an understanding of change processes and the ability to	Has an understanding of change processes based upon sound data/evidence/research.	Has an understanding of change processes and demonstrates the ability to lead the	Has established the processes that identifies the need for change, effectively leads the	Has established the processes that identifies the need for change, effectively leads the implementation of productive

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<ul style="list-style-type: none"> collegiality and collaboration School Climate Surveys Qualitative data from school staff and other stakeholders that affirm relationship building and its relationship to the learning environment Conducts an analysis of school academic and non-academic data Assesses the need for research based change(s) Produces a short and long term plan of implementation (examples: Principal Performance Contract, School Improvement Plan, Professional Growth Plan, etc.) Conducts an ongoing assessment of related outcomes Demonstrates the ability to evaluate the school's family involvement Alternative methods of involving parents and significant others Analyzes and evaluates the school's data as the means of determining accomplishments and failures Efforts made to recognize and celebrate accomplishments Plan(s) made to address needs/failures Demonstrates an effective, ongoing process of data collection that provides accurate information for decision making related to this standard Organizational structure provides for teamwork, grade level/team planning, leadership team focus, etc.; related school procedures; parent/community involvement opportunities; etc. Teacher retention data Teacher recruitment plan 	lead the implementation of productive changes in the school.		implementation of an appropriate change in the school based upon sound data/evidence.	implementation of productive changes within the school, and continuously reassesses related outcomes.	changes within the school, and continuously reassesses related outcomes. Serves as a coach for other leaders in successfully implementing change in a school culture.
	8. Leads the school community in building relationships that result in a productive learning environment.	Has an understanding of the importance of relationships within the school community and beyond that result in a productive learning environment.	Is able to enhance the relationship building in the school community that is supportive of learning and collaboration .	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to assess this process and continually make adjustments. Serves as an "expert" with regard to this standard beyond the school level.
	9. Encourages and leads challenging, research based changes.	Has an understanding of research based strategies and "best practices" that align with school reform efforts aimed at improving learning.	Considers changes that are research based. Is able to plan for, encourage others, and begin to lead the process.	Researches, networks, and collaborates to understand research based strategies/programs/issues. Leads and encourages others in this process. Effectively able to institutionalize research based changes at the school and/or district level.	Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. Serves as a mentor or coach to other school leaders in this area.
	10. Establishes and cultivates strong, supportive family connections.	Has an understanding of the need to establish and cultivate strong, supportive family connections.	Considers connections to families and makes decisions that align with positive relationships with families.	Builds and sustains strong, supportive family connections. Is able to implement alternative methods of involving parents.	Builds and sustains strong relationships within community with families. Acts as a mentor or coach to other school leaders in this area.
	11. Recognizes and celebrates school accomplishments and addresses failures.	Understands the importance of recognizing and celebrating accomplishments and addressing failures at the school level.	Develops and implements a school plan that addresses recognitions/celebrations of accomplishments and failures/needs.	Collects data as a means to support accomplishments/celebrations and to plan for addressing failures.	Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. Serves as a mentor or coach to other school leaders in this area.
	12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	Recognizes the importance of and understands the research surrounding strong lines of communication with teachers, parents, students, and stakeholders.	Communication with teachers, parents, students, and stakeholders is two-way or reciprocal .	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative .	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. Serves as a mentor of other leaders in the area of enhancing two-way communication.
	13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.	Has knowledge of recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.	Is able to effectively participate in recruitment activities which produce teachers whose values and instructional frameworks align with the school's mission. Is able to effectively interview such candidates and make appropriate hiring decisions that align with the school's goals and needs. Consideration is given to effective retention practices within the leader's control.	Actively recruits and hires teachers who exhibit professional and ethical standards , have strong instructional skills , are engaged in professional growth , and align their professional actions with the school's mission. Consistently is able to maintain a sound retention record of such teachers.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.

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Standard C: Instructional Leadership and Assessment

An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Analyzes all data to evaluate the school program Supports the utilization of a systematic process of student assessment and program evaluation aligned with student learning (i.e. able to determine the types of data that will drive the decision making process) School's professional learning community documents (examples: related staff development, learning teams structure, artifacts of professional learning teams work and related outcomes, etc.) School Improvement Plan, Component 4 School Improvement Action Plan, etc. School Improvement Plan, Component 6 School Report Card Assesses the rigor of the curriculum within individual classrooms and across the school Utilizes available resources to enhance and support a rigorous curriculum Shows alignment with district, state and national standards Identifies appropriate research-based literacy and numeracy instructional strategies and related professional development Provides evidence of the inclusion of literacy and numeracy strategies in all subject areas as a means to improve student learning (examples: School Improvement Plan, grade level/team planning documents, etc.) Identifies, based on data, those best practices that will meet the needs of the students in the school and documents through the School Improvement Plan, individual student plans, etc. Demonstrates the implementation of the use of non-traditional curriculum delivery systems Provides evidence of student improvement based upon selected curriculum delivery systems 	1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.	Utilizes and evaluates appropriate student assessments and evaluates research-based programs that improve student learning.	Engages all students and the faculty in a systematic process of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.
	2. Leads the professional learning community in analyzing and improving curriculum and instruction.	Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.	Begins to create a professional learning community that analyzes and improves curriculum and instruction.	Engages the professional learning community in analyzing and improving curriculum and instruction with the result of improved student performance.	Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach to other school leaders in this area.
	3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	Understands what constitutes a rigorous curriculum and its relationship to high expectations for all students.	Assesses the rigor of the school's curriculum. Develops and implements a plan which ensures rigor.	Continual assessment and adjustment of the plan which ensures rigor.	Is able to assist in structuring a rigorous curriculum with the necessary supports in place in diverse settings. Serves as a mentor or coach to other school leaders in this area.
	4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students and serve as foundations for all subjects.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning. Becomes aware of literacy and numeracy best practices and seeks resources for sharing those with staff.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning. Ensures that literacy and numeracy are taught explicitly, using research-based best practices.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
	5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction design that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction design that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
	6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
	7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times and implements strategies to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
	8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.

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Standard D: Professional Growth

An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Produces a schedule of observations/evaluations that meets the legal requirements for faculty and staff evaluation Provides evidence of correct use of applied evaluation “TN Framework”, showing notes from pre-conferences, scripts of observations and post conference notes as well as written recommendations Provides evidence of an alignment between the appraisal documents and a staff member’s professional growth plan (Promotes) Shows evidence of how faculty will be/have been encouraged to engage in appropriate professional growth activities (Facilitates) Provides documentation of school based professional development activities that are (1) Work/SIP embedded, (2) Aligned with adult learning, (3) Individualized, and (4) Ongoing. (Evaluates) Produces evidence of an evaluation system for school-wide PD and can provide rationale for recommendations for the future (see #5 below) Has evidence of an ongoing personal professional growth plan that reveals continuous learning Participates in school wide and/or system level professional development Has evidence of an active school leadership team Develops action plans that empower teachers and others in the learning community to take a leadership role (examples: School Improvement Plans, individual teacher’s professional development plans, etc.) Has identified one or more protégés and assisted them in developing a professional growth plan (example: mentor/protégé plan) (Promotes) Shows evidence of how faculty will be/have been encouraged to engage in appropriate professional growth activities (Facilitates) Provides documentation of school based professional development activities that are: (1) Work/SIP embedded, (2) Aligned with adult learning, (3) Individualized, and (4) Ongoing. (Evaluates) Produces evidence of an evaluation system for school-wide PD and can provide rationale for recommendations for the future Has evidence of meetings (leadership team, faculty, advisory, etc.) where student data are discussed and analyzed within the limits of FERPA Appropriately uses multiple sources of student data as part of the evaluation of the professional development plan Documents source of funding designated for professional development and other needed resources Provides evidence of efforts to locate needed resources for the successful execution of staff’s work (example: provides time for grant writing to further support PD fund allocation; works collaboratively with the community to locate alternative resources; etc.) 	1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.
	2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Provides staff with a variety of effective professional development experiences.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.
	3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
	4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
	5. Works in collaboration with the school community to plan and implement high quality professional development with the school’s improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school’s improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is embedded in the school’s improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school’s improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
	6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members’ job requirements and the resources required to execute these jobs adequately.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Anticipates future needs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.

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Standard E: Management of the School An effective instructional leader facilitates learning and teaching through the effective use of resources.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Creates and provides staff with printed overview of basic expected operating guidelines on first day of in-service Reviews guidelines and provides for written staff feedback and recommendations at the conclusion of school year Provides evidence of appropriate learning opportunities for all students (examples: school schedules, School Improvement Plan, curriculum, etc.) Schedules extracurricular, club, and athletic events to minimize interruptions to the academic schedule Provides evidence of an analysis of student data and daily operations Develops an annual school budget which directly relates to the goals and objectives of the School Improvement Plan (SIP) Establishes a budget committee to meet quarterly to assist with the adjustment of new resources or deficit categories Operates within Local Education Association (LEA) guidelines pertaining to in-school and out-of-school fundraising List of community resources Involves the parent organization president (and/or other officers) in budget committee meetings as a way of providing suggestions for allocations of community generated school funds Includes students, club sponsors, business partners, and para-professional staff members in identifying school budget needs Establishes effective local business and community partnerships to create streams of financial support to augment the regular school budget Creates a grant writing team to identify and write grants to support the school's mission Reviews each budget line item on a monthly basis to identify potential problem areas and addresses these shortfalls in a prompt manner Corrects all budgetary concerns within timeframes established by school system auditors Provides evidence of proactive problem solving opportunities Allows for resource allocations for each school entity (athletic team and clubs) based upon the above criteria Secures free extra-curricula enrichment opportunities for all students Regularly communicates with inter and intra school community members concerning the school budgetary needs and local, state, and federal resource allocation requirements School Improvement Plan School or District level Communication Plan Newspaper articles or similar artifacts 	1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
	2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Able to lead others in setting academic achievement for all students as the focus of the daily school operation.
	3. Gathers and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the district, community, and state resources required to achieve the school's mission.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
	4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
	5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
	6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses. Evaluates and adjusts strategic plans regularly.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
	7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
	8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.

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Standard F: Ethics

An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Provides evidence of using positional leadership to set the standard for ethical behavior in the school community Provides evidence of a professional code of ethics and values Provides evidence of using positional leadership to set the standard for ethical behavior in the school community Anecdotal evidence of a professional code of ethics and values 360 degree cultural instrument Provides evidence of opportunities offered to school stakeholders for effecting positive change Provides evidence of decision-making that insures the protection of the rights and responsibilities of the student and that support the school's vision Demonstrates knowledge of educational law and ethics in decision-making Provides evidence that the law has been applied fairly and wisely 	1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.
	2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.
	3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.
	4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to recognize when educational, social or political change is needed to improve student learning in some situations.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate .	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning. Advocates for needed change at the district or state level.
	5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Consistently makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.
	6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.
	7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Consistently acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach/resource in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

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Standard G: Diversity An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> • Demonstrates an appropriate understanding and implementation of diversity policies, program policies and assessment efforts • Demonstrates an understanding that diversity entails more than ethnicity, race, and religious beliefs • Provides evidence of an effort to recruit, hire and retain a diverse staff • Provides evidence to demonstrate appropriate and effective interpersonal relations with diverse individuals and groups in a variety of settings • Demonstrates an ability to analyze the effects of cultural, learning and personal differences and to make curricular modifications to meet these needs • Provides evidence of how he/she assists teachers in recognizing the diverse needs of the school's families • Demonstrates the ability to provide the faculty with the knowledge they need to engage parents in the education of their children • Process of Walk-Throughs or other class visitation models • Tennessee Framework for Evaluation process (class observations, teacher lesson/unit planning, Educator Information Record, etc.) • School Improvement Planning process • Individual teacher and grade level results of student assessment data • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas 	1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.	Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.	Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.	Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.
	2. Recruits, hires, and retains a diverse staff.	Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.	Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.	Recruits, hires, and retains a diverse staff.	Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.
	3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Has an understanding of the required communication skills for interaction with diverse individuals/groups.	Exhibits effective communication skills with diverse individuals and groups.	Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.
	4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Is able to identify cultural, learning and personal differences as a basis for academic decision-making.	Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.	Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making. Communicates importance of considering cultural, learning, and personal differences to staff.	Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.
	5. Leads the faculty in engaging families/parents in the education of their children.	Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.	Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.	Leads the faculty in engaging families/parents in the education of their children.	Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.

VI. Evaluation Process

The TILS evaluation process for principals and assistant principals will differentiate their performance into five effectiveness groups. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.

The evaluative criteria will consist of quantitative and qualitative measures. The quantitative 50% of the evaluation criteria will be based on student achievement data. Thirty five percent will be based on student growth data as represented by Tennessee Value-Added Assessment System (TVAAS) school-wide scores for principals and assistant principals who spend at least 50% of their time on administrative duties. Fifteen percent will be based on other measures of student achievement, selected by the individual being evaluated and her/his evaluator from a list of such measures which include, but are not limited to, graduation rate, percent proficient on TCAP assessments, percent meeting readiness benchmark for Explore and ACT where available, percent proficient on state-approved district assessments, and other measures approved by the Department of Education. The list of acceptable measures will be refined and approved by the Department of Education prior to the start of each school year. If the two parties do not agree on a measure, the evaluator will select a measure.

Principals and assistant principals with school-wide student growth in the top three quintiles may elect to use their growth scores for fifty percent of their evaluation in lieu of selecting another measure for the fifteen percent.

The remaining qualitative 50% of the evaluation criteria will be based on the principal's or assistant principal's rating produced through the evaluation process which includes, but is not limited to the following:

- A review of the previous evaluation
- Completion of the Self Reflection/Appraisal Instrument (optional)
- A review of the evidence of work completed on Goals (documented on the e-Log is optional)
- Coaching/mentoring for new principals or for principals new to the district/level and for principals performing at Below or Significantly Below Expectation beginning in the 2012/2013 school year
- A minimum of two observations by the director of schools or the designee documented on the Completion of the Tennessee Principal and Assistant Principal Evaluation (TPAPE)
- A state approved survey of the school's climate and/or working conditions
- A school data analysis
- Completion of the Tennessee Principal and Assistant Principal Evaluation Summative Report

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Implementation: The TILS evaluation process consists of five components applied across three phases of development as shown below:

TILS Evaluation Process for Principals and Assistant Principals

TILS Evaluation Process	Phase 1: New to District/School/Level or Performing Below or Significantly Below Expectation	Phase 2: Veteran Principal or Assistant Principal Performing at Expectation or Better
Component 1: Self Reflection	Options: <ul style="list-style-type: none"> Rate self in all TILS using <i>TILS Self Reflection/ Appraisal Instrument</i> and/or Identify 3 strengths and 3 areas of growth from the TILS 	Options: <ul style="list-style-type: none"> Rate self in all TILS using <i>TILS Self Reflection/ Appraisal Instrument</i> and/or Identify 3 strengths and 3 areas of growth from the TILS
Component 2: Formative Assessment	Formal Coaching/Mentoring process provided through district and/or state structures with goal setting as the focus beginning in the 2012-2013 school year (goals/areas for growth aligned with self reflection, school data, and/or areas for growth)	Options for formative growth include: <ul style="list-style-type: none"> Principal initiated District initiated (through leadership professional development, professional learning communities, etc.) and/or Supervisor suggested
Component 3: Observations and Conferences	Minimum of 2 observations by director or designee: <ul style="list-style-type: none"> Conduct observation 1 (TPAPE) <ul style="list-style-type: none"> Review/discuss <i>School Data Analysis and Goals</i> Conduct observation 2 (TPAPE) 	Minimum of 2 observations by director or designee (TPAPE)
Component 4: Survey	Survey (distributed by district) of all or select staff, summarized, and reviewed in Component 5	Survey (distributed by district) of all or select staff, summarized, and reviewed in Component 5
Component 5: Summative Conference	Review: <ol style="list-style-type: none"> Survey <i>TN Principal and Assistant Principal Evaluation</i> <i>School Data Analysis</i>. <p>Finalize: <i>Tennessee Principal and Assistant Principal Evaluation Summative Report</i></p>	Conference is principal-led to discuss: <ol style="list-style-type: none"> SIP (including school survey data and goals) Student data <p>This is a collaborative evaluation approach resulting in the completion of the: <i>Tennessee Principal and Assistant Principal Evaluation Summative Report</i></p>

VII. Glossary of Terminology

Academic achievement: A measure of how well students are learning core concepts and curriculum as evidenced by standardized test scores, performance on classroom assessments, portfolios of student work, or another standards-based assessment tool.

Advocacy: The pursuit to influence decisions that affect students and educators directly and society as a whole indirectly; turning passive support into positive action for education.

Assessment: See FORMATIVE ASSESSMENT/EVALUATION and SUMMATIVE ASSESSMENT/EVALUATION.

Best practices: Research based activities, ideas and strategies that provide a measurement of excellence to guide schools in achieving high standards. If practitioners reflect on and adopt best practice standards, they are aware of current research in educational domains and consistently apply the full benefits of their latest knowledge to their professional practice.

Change processes: A cyclical series of steps by which a school can realize change or improvement. A change cycle, includes but is not limited to, data analysis, problem clarification, implementation planning, benchmarking, assessment/evaluation strategies, and monitoring strategies.

Collaboration: A relationship between individuals or organizations that enables the participants to accomplish goals jointly more successfully than they could have separately. Collaboration is essential in order to deal with the increasingly complex education issues.

Community resources: The collection of community sites, health and social agencies, businesses, leaders, and institutions that may become partners in educational efforts. The community resources may be used as content experts, cooperative partners for curriculum, funding sources and other school enrichment purposes.

Continuous learning: Based on the idea that learning is a lifelong process continuous learning means that educators continually engage in ongoing professional development and self-assessment of beliefs and assumptions in order to improve teaching and learning.

Continuous school improvement: A systemic process focused on increasing student achievement; a dynamic, ongoing, cyclical process that incorporates leadership, curriculum and instruction, culture and climate, and assessment. A school dedicated to continuous improvement gathers data, sets goals, implements a plan, and uses reflection and results to begin the cycle again.

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Data: Formative and summative information on student learning, in both aggregated and disaggregated formats, gathered from standardized tests, district-made tests, student work samples, portfolios, and other sources that provides important input to the selection of school or district improvement goals, and focus for staff development efforts and teacher practice and student learning.

Data is also used at the classroom level as teachers gather evidence of improvements in student learning to determine the effects of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff development is having desired effects in their classrooms.

Disciplined learning environment: A school campus structured to be accessible, healthy, supportive, secure, safe for students and free of drugs, violence, and other negative disruptions.

Diverse student needs (diversity): A variety of differences, including but not limited to ethnicity, language, socioeconomic class, disabilities, culture, and gender, which must be considered to ensure that all students learn.

Ethics: The branch of philosophy concerned with standards by which human actions can be judged right or wrong; a system or theory of moral values or principles. In education, ethics may refer to the code of values that guides educators' own behavior in the school setting as well as their daily modeling, instruction, and interaction with students.

Equity: The goal of equity is to achieve a high-quality education for all students, regardless of gender, race, ethnicity, socioeconomic status, disabilities, or special needs. Because needs are greater in some situations than others, equal treatment is not necessarily equitable.

Evaluate: Provides performance feedback based on personal knowledge that is founded on formal and informal observations, using a variety of supervisory and evaluative strategies.

Formative assessment/evaluation: Formative assessment/evaluation occurs during a program or unit of instruction and is used to assess the learner's development, growth or ongoing progress towards meeting a learning goal. Formative evaluation and assessment focus on the process of learning.

High quality professional development: Professional development for educators that

- reflects the best available research and practice in teaching, learning, and leadership;
- enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;

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- promotes continuous inquiry and improvement embedded in the daily life of schools;
- follows a coherent long-term plan; and
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

Interpersonal skills: Applying abilities that facilitate the process of interacting and working effectively, respectfully and productively with other people, especially those who hold differing views.

Leadership teams: A collaborative team made up of representatives from stakeholder groups that shares responsibilities for leading a school or district. Teams work together to identify problems, craft improvement plans, and reflect on school or district progress.

Literacy: The ability to read, write, communicate, and comprehend.

Mentor: A role model who offers professional support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored.

Mission: A concise statement of the unique, fundamental purpose of an organization and its programs. The mission describes the organization's "reason for being" and identifies the organization's purpose, service, priorities, and beneficiaries of services.

Numeracy: The ability to use numbers and mathematical concepts, solve quantitative problems in various contexts and comprehend the ways in which data are gathered and presented (including but not limited to graphs, diagrams, charts, and tables).

Organizational structure: The arrangement of the learning environment, which includes but is not limited to scheduling, staffing, funding, use of teams, use of time, governance and curriculum alignment.

Personal professional development: See HIGH QUALITY PROFESSIONAL DEVELOPMENT. The individual process used to identify personal goals for improvement and using tools and resources to meet those goals.

Political action: Action initiated or performed with the intent of influencing national, state, or local government.

Proactive responses: Action taken to identify and address an issue prior to its causing adverse effects for the organization.

Productive learning environment: A culture where teachers, students, and parents are all encouraged and empowered to have a voice and to assume leadership roles in the school community.

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Professional code of ethics: A set of broad statements to guide ethical decision making and provide a framework for the ethical standards and principles that should govern the work of principals and other educators. See ETHICS.

Professional learning community: Colleagues who operate with a commitment to a model of continuous improvement and engages its members in improving their daily work to advance the achievement of school and district goals for student learning.

Program evaluation: The use of data and assessment results to reflect on the outcomes, both successes and failures, of the curriculum, educational programs and policies.

Qualitative data: Information gathered using methods adapted from anthropology and other social sciences, including systematic observation and interviews.

Quantitative data: Information gathered in a numerical format adapted from the traditional scientific method.

Research-based: Policies, practices, and/or decisions that are informed by scientific research and studies.

Resources: Funds and tools that may be used to support learning and collaboration.

Rigorous curriculum: A course of study that emphasizes critical thinking, problem solving, authentic tasks and authentic context, application of knowledge, and ongoing reflection and assessment. Rigorous curriculum teaches “big ideas” and concepts and results in self-directed learners.

School climate: School climate refers to the social and educational atmosphere of a school. While the term has been researched for many years, a sole definition has yet to be formulated. The elements that comprise a school’s climate are extensive and may include: number of quality of interactions between adults and students; students’ and teachers’ perception of their school environment; academic performance; feelings of safeness in the school; and feelings of trust and respect for students and teachers.

School community: Diverse groups and agencies working together to achieve the best educational outcomes for students. The school community can include but is not limited to students, school staff (teachers, administrators, and support staff), parents, and interested individuals and members of community organizations.

School culture: School culture can be described as the values, beliefs and stories of a school. School culture includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or

community. Culture governs what is of worth for this group and how members should think, feel, and behave. The make-up of culture includes a school's customs and traditions; historical accounts; stated and unstated understandings, habits, norms, and expectations; common meanings; and shared assumptions. The more understood, accepted, and cohesive the culture of a school, the better it is able to move in concert toward ideals it holds and objectives it wishes to pursue.

School-wide improvement plans: Also called comprehensive school reform, this term refers to a systemic approach to continuous school improvement. See CONTINUOUS SCHOOL IMPROVEMENT.

Student progress: Evaluation focused on short-term learning objectives and authentic classroom assessment.

Summative assessment/evaluation: Summative assessment/evaluation occurs at the conclusion of a program or unit of instruction and is used to assess the learner's acquired skills and knowledge. Summative evaluation involves the gathering of information about the results of learning, and typically takes the form of a test or comprehensive project.

Supervise: To focus staff and students on performance standards and goals through frequent reference and use of performance reviews, classroom observations, discussions of curriculum and instructional strategies, and other formative interactions.

Stakeholders: All groups and individuals with a vested interest and a role in student achievement. Stakeholders in education include but are not limited to school boards, superintendents and district personnel, teachers, administrators, community members, families, students, and policymakers.

Standard operating procedures and routines: The accepted and generally prescribed ways of completing tasks that are routine and have known outcomes.

Statutory standards and regulatory applications: Mandated ways of behaving that are defined and authorized by state-enacted statutes, specifications that are intended to govern/control how the statutes are applied in practice, and regulations that guide the implementation of statute.

Vision: Based on the school's mission, represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

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APPENDIX A

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS

APPRAISAL INSTRUMENT

TENNESSEE STATE BOARD OF EDUCATION

LEARNING CENTERED LEADERSHIP POLICY

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TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS) APPRAISAL INSTRUMENT

Standard A: Continuous Improvement				
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to identify the key stakeholders and articulate ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a sound understanding of the process of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to engage the appropriate stakeholders in the process.	Leads the process of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately aligned with the district plan.	Is a leader at the district level in strategic planning and mentors developing school leaders in this school level process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to identify ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a sound understanding of the facilitation process required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to facilitate the development of these goals and strategies and implement them adequately.	Effectively implements goals and strategies that carry out the vision and mission that ensure learning for all students. A consistent focus is placed upon these goals, and the goals drive all decisions.	Able to effectively replicate the process of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while mentoring other school leaders.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is gaining knowledge of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and is able to create an organizational framework to support the implementation of the vision/mission/goals.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to coach other leaders through this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that utilizes data to develop, implement, evaluate, and revise plans for the purpose of continuous improvement. Is able to facilitate the process at the school level using formative Data Sources/Evidence.	Consistently facilitates the process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. Is able to assist other school leaders in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is beginning to establish some relationships within these groups.	Consistently develops collaborations with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.
Evidence:				

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6. Communicates and operates from a strong belief that all students can achieve academic success.	Espouses the belief that all students can be academically successful.	Espouses the belief that all students can be successful and approaches leadership tasks with this in mind.	All actions and communications with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. Is an active advocate for this belief at other levels.
Evidence:				
Standard B: Culture for Teaching and Learning An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. Is able to articulate a short and long term plan of implementation.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These cultural values are pervasive and sustainable.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. Has knowledge of internal and external constituencies that influence the learning agenda. These cultural values are sustainable. Is able to mentor other school leaders in the development of this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to identify "best practices" and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for research based and/or evidence based, effective "best practices" which are conducive to student learning. Is able to articulate a short and long term plan to develop a student focused school climate.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. Plans and executes professional development based on cultural needs. Serves as a mentor to other school leaders in establishing such a culture conducive to student learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to identify "best practices" related to school safety and security and student discipline.	Establishes a safety plan and a student discipline/code of conduct plan for school; implement, assess and monitor, and modify the plan as needed based upon school data.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success. Serves as a mentor to other school leaders in establishing such an environment.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	Is able to recognize related factors and behaviors that a leader can acquire to support the development of self-discipline and engagement in lifelong learning for the staff, students and parents.	Begins to initiate strategies aimed at developing self-discipline and reflective thought/practices for constituents (students, parents, and staff). The leader ensures that learners are engaged.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. Serves as a mentor to other school leaders in developing these leadership skills.
Evidence:				

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5. Facilitates and sustains a culture that protects and maximizes learning time.	Recognizes the value of protecting instructional/learning time.	Is cognizant of the need to plan for, facilitate, protect, and maximize instructional/learning time in the school setting and is able to document efforts of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. This is easily recognizable in all structures and practices within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. Serves as a mentor or coach in assisting other leaders in establishing such a culture of learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an understanding of tenets of effective teamwork within a school culture that is aligned with student learning. Also understands that the leadership team is an integral component to meeting the school's goals for student learning.	Has begun the process of establishing an effectively functioning team structure that builds upon staff strengths and are aligned with student learning. Demonstrates a willingness to share the responsibilities of running the school.	Ascertain the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals.	Ascertain the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. Is highly competent in setting up conditions for effective teamwork and serves as a change agent in the school and district setting. Serves as a mentor or coach in assisting other leaders in establishing effective leadership teams.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.	Has an understanding of change processes and is able to plan for the implementation of productive changes based upon sound data/evidence and research proven strategies.	Has an understanding of change processes and demonstrates the ability to lead the implementation of an appropriate change in the school based upon sound data/evidence.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes. Serves as a coach for other leaders in successfully implementing change in a school culture.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Leads the school community in building relationships that result in a productive learning environment.	Has an understanding of the importance of relationships within the school community and beyond that result in a productive learning environment.	Is able to enhance the relationship building in the school community that is supportive of learning and collaboration.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to assess this process and continually make adjustments. Serves as an "expert" with regard to this standard beyond the school level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
9. Encourages and leads challenging, research based changes.	Has an understanding of research based strategies and "best practices" that align with school reform efforts aimed at improving learning.	Considers changes that are research based. Is able to plan for, encourage others, and begin to lead the process.	Researches, networks, and collaborates to understand research based strategies/programs/issues. Leads and encourages others in this process.	Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

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10. Establishes and cultivates strong, supportive family connections.	Has an understanding of the need to establish and cultivate strong, supportive family connections.	Considers connections to families and makes decisions that align with positive relationships with families.	Builds and sustains strong, supportive family connections. Is able to implement alternative methods of involving parents.	Builds and sustains strong relationships within community with families and businesses. Acts as a mentor or coach to other school leaders in this area
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
11. Recognizes and celebrates school accomplishments and addresses failures.	Understands the importance of recognizing and celebrating accomplishments and addressing failures at the school level.	Beginning to develop a school plan that addresses recognitions/celebrations of accomplishments and failures/needs.	Collects data as a means to support accomplishments/celebrations and to plan for addressing failures.	Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	Recognizes the importance of establishing strong lines of communication with teachers, parents, students, and stakeholders.	Communication with teachers, parents, students, and stakeholders is two-way or reciprocal.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. Serves as a mentor of other leaders in the area of enhancing two-way communication.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.	Recognizes the importance of examining recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.	Is able to effectively participate in recruitment activities which produce teacher's whose values and instructional frameworks align with the school's mission. Is able to effectively interview such candidates and make appropriate hiring decisions that align with the school's goals and needs. Consideration is given to effective retention practices within the leader's control.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Consistently is able to maintain a sound retention record of such teachers.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.
Evidence:				
Standard C: Instructional Leadership and Assessment				
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.	Seeks to utilize appropriate student assessments and evaluate research-based programs that improve student learning.	Engages all students and the faculty in a systematic process of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Leads the professional learning community in analyzing and improving curriculum and instruction.	Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.	Begins to create a professional learning community that analyzes and improves curriculum and instruction.	Engages the professional learning community in analyzing and improving curriculum and instruction with the result of improved student performance.	Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

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INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	Has an understanding of the value of a rigorous curriculum and its relationship to high expectations for all students.	Seeks to provide accessibility to a more rigorous curriculum and provide support for all students to be successful.	Provides accessibility to a rigorous curriculum and its necessary supports to ensure all students meet high expectations.	Is able to assist in structuring a rigorous curriculum with the necessary supports in place in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
Evidence:				
INDICATOR	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
Evidence:				
INDICATOR	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
Evidence:				
INDICATOR	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.
Evidence:				

TENNESSEE STATE BOARD OF EDUCATION

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Standard D: Professional Growth				
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.
Evidence:				
2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Promotes, facilitates, and evaluates professional development.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.
Evidence:				
3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
Evidence:				
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
Evidence:				
5. Works in collaboration with the school community to plan and implement high quality professional development with the school's improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school's improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
Evidence:				
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members' job requirements and the resources required to execute these jobs adequately.	Seeks to provide faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.
Evidence:				

TENNESSEE STATE BOARD OF EDUCATION

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Standard E: Management of the School An effective instructional leader facilitates learning and teaching through the effective use of resources.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Able to lead others in setting academic achievement for all students as the focus of the daily school operation.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Gathers and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the resources required to achieve the school's mission and is beginning to make appropriate decisions regarding implementation.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
Evidence:				

TENNESSEE STATE BOARD OF EDUCATION

LEARNING CENTERED LEADERSHIP POLICY

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INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.
Evidence:				
Standard F: Ethics				
An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to identify when educational, social or political change is needed to improve student learning, and is able to discuss the possible ramifications of such change.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate.	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.
Evidence:				

TENNESSEE STATE BOARD OF EDUCATION

LEARNING CENTERED LEADERSHIP POLICY

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INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.
Evidence:				
Standard G: Diversity An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.	Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.	Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.	Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Recruits, hires, and retains a diverse staff.	Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.	Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.	Recruits, hires, and retains a diverse staff.	Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Has an understanding of the required communication skills for interaction with diverse individuals/groups.	Exhibits effective communication skills with diverse individuals and groups.	Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Is able to identify cultural, learning and personal differences as a basis for academic decision-making.	Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.	Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Leads the faculty in engaging families/parents in the education of their children.	Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.	Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.	Leads the faculty in engaging families/parents in the education of their children.	Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.
Evidence:				

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

APPENDIX B

INSTRUCTIONAL LEADERS PROFESSIONAL DEVELOPMENT PLAN

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

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INSTRUCTIONAL LEADERS PROFESSIONAL DEVELOPMENT PLAN

[Note: The Tennessee Department of Education requires a minimum of 28 units of TASL approved professional growth activities every two years.]

Name		SS#	
	Last First MI		
System/School/Dept.		Position	Year:
AREA(S) TO BE STRENGTHENED/DEVELOPED (ALIGNED WITH TILS)			
ACTION PLAN			
Professional Growth Goal:			
Resources Needed:		Time Frame:	
<u>Action Steps</u>	<u>Expected Results</u>	<u>Documented Outcome(s)</u>	
		<small>[Note: Partially met outcomes inform next professional growth plan.]</small>	
Signatures below verify that the above applicant has completed all requirements for advancement to the <input type="checkbox"/> Professional <input type="checkbox"/> Exemplary Administrative License Requirements. [Requirements include Performance Contract/Professional Growth Plan completion for 3-5 years as Professional or Exemplary.] From (MM/DD/YY) _____ to (MM/DD/YY) _____ Attach appropriate number of years' Professional Growth Plans to this document prior to submitting to TASL/Partner.			
Signature of Principal/Administrator		Date	
Signature of Director/Designee		Date	
Professional Growth Partner		Date	

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

APPENDIX C

TILS E-Log

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

TENNESSEE STATE BOARD OF EDUCATION	
LEARNING CENTERED LEADERSHIP POLICY	5.101

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS) E-LOG

Standard A: Continuous Improvement	
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.	
INDICATOR	E-LOG
1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school’s attention.	
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	
6. Communicates and operates from a strong belief that all students can achieve academic success.	
Standard B: Culture for Teaching and Learning	
An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.	
INDICATOR	E-LOG
1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	
2. Advocates, nurtures, and leads a culture conducive to student learning.	
3. Develops and sustains a safe, secure and disciplined learning environment.	
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	
5. Facilitates and sustains a culture that protects and maximizes learning time.	
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.	
8. Leads the school community in building relationships that result in a productive learning environment.	
9. Encourages and leads challenging, research based changes.	
10. Establishes and cultivates strong, supportive family connections.	
11. Recognizes and celebrates school accomplishments and addresses failures.	
12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school’s mission.	

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Standard C: Instructional Leadership and Assessment	
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.	
INDICATOR	E-LOG
1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	
2. Leads the professional learning community in analyzing and improving curriculum and instruction.	
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	
6. Monitors and evaluates the school’s curricular program for rigor.	
7. Provides teachers and parents with assessment results on a regular basis.	
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	
Standard D: Professional Growth	
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.	
INDICATOR	E-LOG
1. Systematically supervises and evaluates faculty and staff.	
2. Promotes, facilitates, and evaluates professional development.	
3. Models continuous learning and engages in personal professional development.	
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	
5. Works in collaboration with the school community to plan and implement high quality professional development with the school’s improvement plan to impact student learning.	
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	
Standard E: Management of the School	
An effective instructional leader facilitates learning and teaching through the effective use of resources.	
INDICATOR	E-LOG
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	

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Standard E: Management of the School An effective instructional leader facilitates learning and teaching through the effective use of resources.	
INDICATOR	E-LOG
2. Focuses daily operation on the academic achievement of all students.	
3. Gamers and employs resources to achieve the school’s mission.	
4. Prepares and regularly monitors an annual operational budget that aligns with the school’s improvement plan.	
5. Mobilizes community resources to support the school’s mission.	
6. Identifies potential problems and is strategic in planning proactive responses.	
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	
8. Develops a comprehensive strategy for positive community and media relations.	
Standard F: Ethics An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.	
INDICATOR	E-LOG
1. Performs all professional responsibilities with integrity and fairness.	
2. Models and adheres to a professional code of ethics and values.	
3. Makes decisions within an ethical context and respecting the dignity of all.	
4. Advocates educational, social or political change when necessary to improve learning for students.	
5. Makes decisions that are in the best interests of students aligned with the vision of the school.	
6. Considers legal, moral and ethical implications when making decisions.	
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	
Standard G: Diversity An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.	
INDICATOR	E-LOG
1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	

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Standard G: Diversity

An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

INDICATOR	E-LOG
2. Recruits, hires, and retains a diverse staff.	
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	
5. Leads the faculty in engaging families/parents in the education of their children.	

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APPENDIX D

EVALUATION FORMS

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APPENDIX E

ORGANIZATIONAL PRECONDITIONS AND DOCUMENTATION

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Appendix E

Organizational Preconditions and Documentation

Precondition #1. The institution/organization recognizes and identifies the unit that has responsibility and authority for the preparation of instructional leaders.

1.1 A letter from the institution's/organization's chief executive officer that designates the unit as having primary authority and responsibility for instructional leadership preparation programs.

1.2 A chart or narrative that lists all instructional leadership preparation programs offered by the institution/organization (including any nontraditional/alternative programs). The chart or narrative report should depict (a) the degree or award levels for each program; (b) the administrative location for each program—for example, School of Education, Department of Music; and (c) the structure or structures through which the unit implements its oversight of all programs. If the unit's offerings include off-campus programs, a separate chart or narrative as described above should be prepared for each location at which off-campus programs are geographically located.

1.3 An institutional/organizational chart of the institution/organization that depicts the instructional leadership preparation unit and indicates the unit's relationship to other administrative units within the institution/organization.

Precondition #2. A dean, director, or chair is officially designated as head of the instructional leadership preparation unit and is assigned the authority and responsibility for its overall administration and operation.

2.1 The job description and resume for the institution's/organization's head of the instructional leadership preparation unit.

Precondition #3. Written policies and procedures guide the operations of the instructional leadership preparation unit.

3.1 The cover page and table of contents for the documents that contain codified policies and procedures for the unit's operations, including policies and procedures pertaining to its candidates. [If policies and procedures are located on the Internet, photocopies of appropriate web page(s) that indicate links to applicable policies and procedures may be submitted as documentation for this precondition.]

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Precondition #4. The instructional leadership preparation unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

4.1 A statement of the vision and mission of the institution/organization and unit.

4.2 A statement of the unit's philosophy, purposes, and goals.

4.3 A statement of the knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework.

4.4 A description of candidate proficiencies aligned with the expectations in professional, state, and institutional/organizational standards.

4.5 A description of the system by which the candidate proficiencies described in 4.4 are regularly assessed.

Precondition #5. The instructional leadership preparation unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

5.1 A description of the unit's system for evaluating its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

Precondition #6. The instructional leadership preparation unit has published criteria for admission to and exit from instructional leadership programs and can provide summary reports of candidate performance at exit.

6.1 A photocopy of institution/organization published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of instructional leadership preparation programs offered by the institution/organization, including any nontraditional/alternative and off-campus programs.

6.2 A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary should include (a) the portion of Title II documentation related to candidate admission and completion that was prepared for the state and (b) compilation of results on the unit's own assessments.

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Precondition #7. The instructional leadership preparation unit's programs are approved by the appropriate state agency or agencies, and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

7.1 The most recent state approval letters, including or appended by a list of approved programs. If any program is not approved, the unit must provide a statement that it is not currently accepting new applicants into the non-approved program(s). For programs that are approved with qualifications or are pending approval, the unit must describe how it will bring the program(s) into compliance.

7.2 Documentation submitted to the state for Title II Higher Education Act reports, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate. If the required state pass rate is not evident on this documentation, it should be provided on a separate page. (This provision does not apply to units in states without examination requirements or required pass rates for licensure.)

Precondition #8. The institution/organization is accredited, without probation or an equivalent status, by the appropriate institutional/organizational accrediting agency recognized by the U.S. Department of Education.

8.1.a. Current accreditation letter and/or report that indicates institutional/organizational accreditation status.

OR

8.1.b. Providers ineligible for accreditation must submit a clean audit, a business plan, and the answers to the following questions:

1. What security measures are taken by the unit to ensure the security and integrity of student records?
2. What documentation does the unit have to demonstrate that facilities are safe, secure, and healthy?
3. What are the unit's policies that ensure the availability of information about governing board members, faculty, and administrators?
4. What are the unit's policies related to requirements for degrees, certificates, and graduation; fees and other financial obligations of students; conflicts of interest; and non-discrimination and sexual harassment?
5. What are the unit's personnel qualifications and staffing ratios for support services?

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6. What are the unit's policies related to faculty tenure, grievance, and discipline?

7. What are the policies related to academic and intellectual freedoms?

8.1.c. Organizations that are not higher education institutions must also submit:

1. Clean independent audits of a full set of financial statements of the legal entity offering instructional leadership preparation programs for the three years prior to submission of a program proposal which provide evidence regarding compliance with these preconditions. The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the U.S.
2. The legal entity's 990 Form (non-profit organizations) or corporate income tax returns (for-profit organizations) for the past year.
3. A business plan that focuses on the unit being accredited. The business plan should include:
 - a. A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty, tuition costs, a budget narrative, etc.;
 - b. The most current approved unit budget;
 - c. Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates; costs of facility, payroll, maintenance, etc.;
 - d. A one to two page narrative describing unit revenue and expenditure projections for the next 4 years;
 - e. A one to two page narrative describing the relationship between the unit and the legal entity offering the educator preparation programs; and
 - f. If tuition based, the tuition refund policy should the transitional licensure preparation programs be discontinued by the unit.

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APPENDIX F

PROFESSIONAL EDUCATION UNIT STANDARDS

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Appendix F
Professional Education Unit Standards*

Conceptual Framework

A conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit’s intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Standard 1: *Candidate Knowledge, Skills, and Professional Dispositions*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can

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demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: *Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

* For more information go to NCATE website <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>